

Christ Church C of E Primary School

Anti-Bullying Policy

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Anti-Bullying Policy on a Page

What counts as bullying?
Repeated + **Intentional** + **Power imbalance**
It may be physical, verbal, emotional/social, online, prejudice-related, sexual/sexist, exploitative or property-related. All forms are taken seriously.

Our promise
Bullying in any form is unacceptable. We prevent it, identify it early and respond promptly, proportionately and effectively.
Falling out or friendship conflict is still dealt with. Staff help children repair relationships, set boundaries and monitor so it does not escalate.

1. Recognise it
- Possible signs: fearfulness, isolation, friendship changes, reluctance to attend, missing belongings, online distress or unexplained injuries.
- No "just banter": harmful language, discriminatory comments or sexualised behaviour are challenged.
- Bullying can happen in school, on journeys, on visits, in the community or online when it affects school life.

2. Report it
- Pupils: tell any trusted adult; use class worry boxes/routes if speaking is hard.
- Parents/carers: contact the class teacher first; urgent/serious concerns go to the Headteacher, Anti-Bullying Coordinator or DSL via the office.
- Staff/visitors: act immediately, record on CPOMS and alert the DSL if there is any safeguarding risk.
- Please do not approach other families or post online about incidents.

3. Respond to it
- Every report is listened to, recorded and followed up.
- Staff gather information fairly, check patterns and decide whether it is conflict, unkindness, bullying, discrimination, online harm or safeguarding.
- Actions may include support, restorative work, education, increased supervision, changes to routines, sanctions or referrals.

The school response pathway

1. Speak up	2. Record	3. Risk assess	4. Act	5. Check
child, parent, staff or visitor reports	CPOMS with facts, evidence and actions	safety, supervision, online and safeguarding risks	support, educate, sanction and involve parents/agencies	monitor, review impact and act again if needed

Prevent it
- A values-led culture: everyone belongs; kindness and respect are lived expectations.
- Taught through PSHE/RSHE, computing, collective worship, assemblies, curriculum work and online safety lessons.
- Anti-Bullying Week, Safer Internet Day, pupil voice, inclusive displays/books and parent signposting.
- Leaders monitor CPOMS, behaviour data, safeguarding records, attendance, pupil voice and parent concerns.

Support everyone involved
- Targeted child: trusted adult check-ins, safety plan, confidence/friendship support, reasonable adjustments and online-safety help.
- Child displaying bullying behaviour: clear accountability, proportionate sanctions, education, restorative/reparative work where safe and pastoral support.
- Bystanders/wider group: help to report safely, not join in or share harm, and rebuild respectful class or online cultures.

Who leads?
- Headteacher: Lee Harrison - overall implementation and governor reporting.
- Anti-Bullying Coordinator: Simon Moody - monitors records, patterns and prevention work.
- DSL team: Lee Harrison, Justine Watts, Donna Cobb and Simon Moody - safeguarding concerns.
- Governor: Jessica Colson - anti-bullying and behaviour monitoring.
- DSL involvement is required for harm, abuse, sexual harassment, discrimination/hate, online exploitation, coercion, criminal exploitation, mental health risk or repeated targeting.

Remember: pupils are not expected to resolve bullying alone. Report early. School will listen, protect, support, educate and follow up. Full policy available on the school website and from the school office.

Together, we flourish

This policy was formulated to meet the requirements of the Equality Act 2010.

The Governing Body recognises its legal responsibilities under the Equality Act 2010. This policy promotes equality, fairness and dignity for all pupils regardless of race, sex, sexual orientation, religion or belief, gender reassignment, pregnancy and maternity, marriage and civil partnership, disability or age. It also recognises that bullying may be directed at pupils because of perceived difference, association with others or wider family circumstances.

INTRODUCTION

At Christ Church C of E Primary School, our vision is "Together, we flourish." Our school values of Respect, Kindness, Hope, Perseverance, Curiosity and Community shape the way we teach children to build relationships, resolve difficulties and keep themselves and others safe.

We aim to provide a supportive, caring and inclusive environment where all pupils feel safe, respected, listened to and able to learn. Bullying in any form is unacceptable. We are committed to preventing bullying, identifying it early and responding promptly, proportionately and effectively when concerns are raised.

We recognise that children may experience relational conflict as part of development. We therefore teach and support children to manage friendships, disagreements and emotions safely. Where behaviour becomes repeated, intentional and involves an imbalance of power, it will be treated as bullying. Where bullying may also be child-on-child abuse, sexual harassment, discriminatory abuse, online harm or another safeguarding concern, it will be managed through safeguarding procedures as well as this policy.

Our approach combines high expectations and zero tolerance of bullying with restorative, relational and educative support. This means that pupils who have been harmed are protected and supported, pupils who have displayed bullying behaviour are held to account and helped to change, and bystanders are encouraged and supported to report concerns.

GUIDANCE AND LEGAL FRAMEWORK

This policy has been reviewed in light of current national guidance and duties, including:

- Keeping Children Safe in Education 2025, including expectations that schools recognise child-on-child abuse, have clear reporting systems and include measures to prevent bullying, cyberbullying, prejudice-based bullying and discriminatory bullying.
- DfE Preventing and Tackling Bullying advice for school leaders, staff and governing bodies.
- DfE Behaviour in Schools guidance and the school Behaviour Policy.
- DfE Mobile Phones in Schools revised guidance, which highlights the link between mobile phone use, online safety and bullying risks.
- DfE Relationships Education, RSE and Health Education statutory guidance, including the role of the curriculum in teaching safe, respectful relationships, online safety and equality.
- The Equality Act 2010, the Education and Inspections Act 2006, the Education Act 2011 and relevant safeguarding duties.
- Nottinghamshire Safeguarding Children Partnership procedures, Pathway to Provision, and local safeguarding arrangements including MASH and EHAF where appropriate.

POLICY DEVELOPMENT AND AVAILABILITY

This policy is reviewed annually and whenever statutory guidance or local safeguarding expectations require it. It is developed and reviewed with input from staff, governors, pupils and parents/carers where appropriate.

This policy is available:

- on the school website
- from the school office
- in child-friendly form through classroom displays and pupil discussions.

AIMS OF THIS POLICY

This policy aims to:

- prevent bullying through a positive, inclusive and values-led school culture;
- make clear what bullying is and how it differs from relational conflict;
- make reporting routes easy to understand for pupils, parents/carers, staff and visitors;
- ensure every report is taken seriously, recorded and responded to promptly;
- support all children involved, including the targeted child, the child displaying bullying behaviour, bystanders and the wider class or school community;
- link anti-bullying work with safeguarding, behaviour, online safety, RSHE/PSHE, equality and SEND practice;
- monitor patterns and act on any emerging concerns.

ROLES AND RESPONSIBILITIES

Safeguarding is everyone's responsibility. All adults in school must be alert to signs of bullying, child-on-child abuse and online harm. Staff must act on concerns immediately rather than waiting for a formal report.

Headteacher

The Headteacher, Lee Harrison, has overall responsibility for ensuring this policy is implemented effectively. This includes ensuring that staff understand the policy, incidents are recorded, parents/carers are communicated with appropriately, and governors receive anonymised monitoring information.

Anti-Bullying Coordinator

Simon Moody is the Anti-Bullying Coordinator. The Anti-Bullying Coordinator supports policy development, monitors incident records, identifies patterns, supports staff with responses and contributes to preventative work across the school.

Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) and deputies ensure that any bullying concern which may involve harm, abuse, neglect, exploitation, discrimination, online safety risks, sexual harassment, harmful sexual behaviour or a wider safeguarding risk is managed in line with the Child Protection and Safeguarding Policy.

The DSL team is: Lee Harrison (Senior DSL), Justine Watts (Deputy DSL), Donna Cobb (Deputy DSL) and Simon Moody (Deputy DSL).

Governors

The Governing Body holds leaders to account for the effectiveness of this policy. The nominated Governor with responsibility for Anti-Bullying and Behaviour is Jessica Colson. Governors receive anonymised information through safeguarding and behaviour monitoring so that they can evaluate trends, actions and impact.

All staff

- model respectful relationships and uphold the school values;
- teach and reinforce expectations for behaviour, online conduct and respectful language;

- listen carefully to pupils and take reports seriously;
- record concerns on CPOMS and alert the DSL when there is any safeguarding risk;
- support pupils after incidents and monitor agreed actions;
- challenge discriminatory language, harmful banter and bystander behaviour.

Pupils

Pupils are taught to recognise bullying, seek help from a trusted adult, use the school's reporting routes, support others safely and not join in, encourage or share harmful behaviour. Pupils are not expected to resolve bullying on their own.

Parents and carers

Parents and carers are encouraged to report concerns to school early, support school actions, avoid escalating concerns through social media or direct contact with other families, and reinforce safe, respectful behaviour online and offline.

WHAT IS BULLYING?

At Christ Church C of E Primary School we use the Anti-Bullying Alliance definition:

"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal, or psychological. It can happen face to face or online."

Bullying can affect any child. It may be based on actual or perceived differences, including protected characteristics, SEND, appearance, family circumstances, being adopted or looked after, caring responsibilities, poverty, language, religion, culture or any other aspect of identity or vulnerability.

The three key features of bullying are:

- repetition - it happens more than once or is part of a pattern;
- intention - the behaviour is intended to cause hurt, fear, humiliation or exclusion, even if the child later describes it as a joke;
- imbalance of power - this may be physical, social, emotional, online, age-related, group-related, linked to popularity, linked to information held about someone, or linked to a protected characteristic or vulnerability.

RELATIONAL CONFLICT, FALLING OUT AND BULLYING

Relational conflict is usually between children or groups who are relatively similar in power. It may be occasional, accidental, mutual or linked to a specific disagreement. Children involved in relational conflict are often willing to make things right when supported by adults.

Relational conflict is still taken seriously. Unresolved conflict can become bullying if it develops into repeated, intentional harm and an imbalance of power. Staff will support pupils to repair relationships, set boundaries and monitor the situation so that it does not escalate.

Whether an incident is classified as relational conflict, unkind behaviour, bullying or child-on-child abuse, staff will respond. The school's priority is always the safety, dignity and welfare of all pupils involved.

WHAT BULLYING BEHAVIOUR MAY LOOK LIKE

Bullying behaviour may include, but is not limited to:

- Physical: pushing, hitting, kicking, poking, biting, pinching, damaging belongings, taking possessions or blocking someone's movement.

- Verbal: name calling, threats, insults, sarcasm, teasing, mocking, spreading rumours, repeated criticism or belittling.
- Emotional or social: excluding, isolating, humiliating, intimidating, manipulating friendships, coercing others, threatening gestures, hiding belongings, or using social status to control others.
- Online/cyber: harmful messages, posts, images, videos, memes, group chats, exclusion from online groups, impersonation, sharing private information, encouraging others to target someone, or using games and social media to intimidate or humiliate.
- Prejudice-related or discriminatory: racist, sexist, homophobic, biphobic, transphobic, disablist, religiously discriminatory or other derogatory language or behaviour related to protected characteristics, identity, family or perceived difference.
- Sexual or sexist: unwanted comments, sexualised name calling, sexual jokes, pressure, unwanted contact, sharing sexualised content, or behaviour which may constitute sexual harassment or harmful sexual behaviour.
- Indirect or exploitative: using "false friendships", coercion, threats, secrecy, peer pressure, blackmail, online manipulation, criminal exploitation, sexual exploitation or radicalisation to control or harm a child.
- Property-related: taking, hiding, damaging or demanding money, food, clothing, devices or other belongings.

There is no hierarchy of bullying. All forms of bullying are taken seriously, including behaviours which happen online, outside the school day or away from the school site when they affect pupils' safety, wellbeing or education.

BANTER, JOKES AND HARMFUL LANGUAGE

The school recognises that pupils may use humour and teasing within friendships. However, bullying, discriminatory language, sexualised comments or abuse must never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys".

Staff will consider the context, relationship, intent, impact, repetition and power balance. If a child is hurt, humiliated, frightened, excluded or pressured, the behaviour will be challenged and addressed even where the child causing harm says they did not mean it.

WHERE BULLYING MAY TAKE PLACE

Bullying may happen:

- in classrooms, corridors, toilets, cloakrooms, lunch areas, playgrounds, after-school clubs or other school spaces;
- on the journey to or from school, including buses, walking routes and community spaces;
- during educational visits, residential visits, sporting events or wider school activities;
- online, including on phones, social media, games, group chats, messaging apps, livestreams and shared images or videos;
- outside school where the behaviour is linked to school relationships or affects a pupil's safety, wellbeing or education.

The school will take reasonable steps to respond to bullying connected to school life even where it occurs off site or online. This may include working with parents/carers, other schools, transport providers, community services, the local authority, the police or other agencies as appropriate.

ONLINE BULLYING AND MOBILE PHONES

Online bullying can be particularly harmful because it may happen at any time, can spread quickly, can involve a large audience and may follow a child into their home. It may also involve the sharing of images, screenshots or private information.

The school's online safety approach considers the four areas of online risk: content, contact, conduct and commerce. Online bullying is primarily a conduct risk but may also involve harmful content, unsafe contact or exploitation.

Pupils are taught about safe and respectful online behaviour through PSHE/RSHE, computing, online safety lessons, assemblies and pastoral work. Pupils are reminded that the same expectations of kindness, respect and safety apply online and offline.

In line with the school's Behaviour, Online Safety, Acceptable Use and Mobile Phones arrangements, pupils must not use personal mobile phones or smart devices during the school day unless an agreed exception is in place. Where pupils bring phones to school, they must be handed in or stored as directed by staff. Any breach that contributes to bullying or online harm will be dealt with seriously.

Where an incident involves nude or semi-nude images, sexual images, threats, grooming, exploitation or criminal behaviour, staff must report immediately to the DSL. Staff must not ask pupils to forward, copy, print or share harmful images. Parents/carers and pupils may be asked to preserve evidence safely, such as screenshots, but must not circulate it.

HOW TO REPORT BULLYING CONCERNS

We want pupils, parents/carers, staff and visitors to report bullying with confidence and know that their concerns will be taken seriously. Reports may be made by the child who has been harmed, a friend, a bystander, a parent/carer, a member of staff or another member of the school community.

Pupils, including bystanders

Pupils should report concerns to any trusted adult in school. This may be a class teacher, teaching assistant, lunchtime supervisor, office staff member, ELSA, the Headteacher or any other adult. Pupils may also use class worry boxes or other agreed classroom routes if they find it difficult to speak directly.

The adult will listen, reassure the pupil, take the concern seriously and explain what will happen next. The adult will record the concern on CPOMS and alert relevant staff. The DSL will be alerted immediately if the concern is urgent or there is any safeguarding risk.

Parents and carers

Parents/carers should initially contact their child's class teacher in person, by telephone or via Class Dojo to share concerns. A meeting may be arranged to gather detail and agree next steps. If a concern is urgent or serious, parents/carers may contact the Headteacher, Anti-Bullying Coordinator or DSL directly through the school office.

We ask parents/carers to come directly to school rather than approaching other children or families, posting about incidents online, or attempting to investigate the matter independently. This helps protect all children and enables school to respond fairly and safely.

School staff

Staff must report concerns to the Anti-Bullying Coordinator, Headteacher or DSL and record them on CPOMS. Staff should not wait for repeated reports if they notice behaviour changes, isolation, fearfulness, friendship difficulties, reluctance to attend school, unexplained injuries, missing belongings, online distress or other indicators that a child may be experiencing bullying or child-on-child abuse.

Visitors

Visitors who witness or are told about bullying must report their concern to a member of the Senior Leadership Team or the school office before leaving the site wherever possible. The concern will be recorded and passed to the relevant staff member or DSL.

HOW WE WILL RESPOND TO REPORTS

All reports of bullying or suspected bullying will be taken seriously. The response will be proportionate to the concern and will consider the age, stage of development, needs and vulnerabilities of the pupils involved.

The school will usually follow these steps:

1. Listen and reassure - staff will listen to the child or adult reporting the concern, avoid making promises that cannot be kept and explain that the concern will be passed to staff who can help.
2. Record - the concern will be recorded on CPOMS, including dates, places, pupils involved, witnesses, evidence, actions and follow-up arrangements.
3. Risk assess - staff will consider immediate safety, supervision, separation if needed, online risks, transport or transition risks, and whether the DSL must be involved.
4. Investigate - staff will speak to children involved separately and fairly, gather information from witnesses, check records for previous patterns and consider any online evidence.
5. Decide the nature of the concern - staff will decide whether the matter is relational conflict, unkind behaviour, bullying, prejudice-related bullying, discriminatory behaviour, online harm, sexual harassment, child-on-child abuse or another safeguarding concern.
6. Inform parents/carers - parents/carers will be informed as appropriate, unless doing so would increase risk or prejudice a safeguarding process.
7. Take action - actions may include support, restorative work, education, increased supervision, changes to routines, sanctions, individual plans, group work or referrals.
8. Follow up - staff will monitor the situation, check in with pupils, review whether actions have worked and take further action if concerns continue.

Where bullying is confirmed, the response will make clear that bullying is unacceptable. Sanctions will be applied in line with the Behaviour Policy and will take account of seriousness, intent, impact, repetition, age, SEND, safeguarding needs and any previous incidents. Serious or persistent bullying may result in suspension or, in the most serious cases, permanent exclusion, in line with statutory guidance.

Restorative work will only be used when it is safe, appropriate and supported by staff. It will never be used as a substitute for safeguarding action, sanction or protective measures where these are needed.

SUPPORT FOR PUPILS INVOLVED

Support for the child who has been targeted

- regular check-ins with a trusted adult;
- a clear plan for who to go to and where to go if they feel unsafe;
- support to rebuild confidence, friendships and a sense of belonging;
- reasonable adjustments for pupils with SEND or communication needs;
- support to manage online evidence, blocking, reporting or privacy settings;
- contact with parents/carers and outside agencies where appropriate.

Support and accountability for the child displaying bullying behaviour

- clear explanation of why the behaviour was harmful and unacceptable;
- proportionate sanctions where appropriate;
- restorative or reparative work where safe and suitable;
- targeted teaching about empathy, discrimination, online safety, consent, peer pressure or respectful relationships;
- pastoral support, ELSA or other intervention if there are underlying needs;
- monitoring to ensure behaviour changes and does not continue.

Support for bystanders and the wider community

Bystanders can be affected by bullying and can also influence whether it continues. Staff will support bystanders to report concerns safely, understand their responsibility not to join in or share harmful content, and develop the confidence to seek adult help. Where a class, year group or online group has been affected, wider teaching or restorative work may be used.

SAFEGUARDING AND EXTERNAL AGENCY INVOLVEMENT

Bullying may be a safeguarding concern. The DSL will be involved where there is any indication of significant harm, child-on-child abuse, sexual harassment, harmful sexual behaviour, online exploitation, threats, coercion, hate crime, radicalisation, criminal exploitation, mental health risk, repeated targeting or any concern that a child is at risk.

The school may seek advice or make referrals to relevant services, including Nottinghamshire MASH, Early Help/EHAF, the local authority, the police, health services, social care, the educational psychology service or other specialist services. Parents/carers will usually be informed unless this would place a child at greater risk or conflict with safeguarding advice.

Where the concern may involve a crime, staff will follow safeguarding procedures and seek advice from the DSL and, where appropriate, the police. Children will be supported in an age-appropriate and proportionate way.

PREJUDICE-RELATED AND DISCRIMINATORY BULLYING

Prejudice-related and discriminatory bullying is taken seriously because it harms individual children and the wider school culture. This includes behaviour linked to race, nationality, ethnicity, religion or belief, sex, sexual orientation, gender reassignment, disability, SEND, appearance, family circumstances or any other aspect of identity or perceived difference.

Staff will challenge discriminatory language and behaviour, record incidents, educate pupils about why the behaviour is harmful, support those affected and consider whether wider curriculum, assembly or class work is needed. Where required, incidents may be reported to the local authority or other agencies in line with local procedures.

PUPILS WITH SEND, MEDICAL NEEDS AND ADDITIONAL VULNERABILITIES

Children with SEND, medical needs, communication needs, mental health needs, looked-after or previously looked-after status, young carer responsibilities, or other vulnerabilities may face additional barriers to reporting bullying or may be disproportionately affected by it. Some children may not recognise or describe what is happening as bullying.

Staff will be alert to changes in behaviour, mood, attendance, friendships, communication, learning or engagement. Reasonable adjustments will be made to reporting routes, investigations, support plans and restorative processes so that pupils can participate safely and meaningfully.

STRATEGIES FOR PREVENTING BULLYING

Prevention is central to this policy. We promote a school culture where pupils learn that everyone belongs and that kindness, respect and community are lived values. Strategies include:

- daily modelling of respectful relationships by all adults;
- a clear Behaviour Policy and consistent routines across school;
- explicit teaching of friendships, respect, difference, consent, empathy, online safety and help-seeking through PSHE/RSHE, computing, collective worship, assemblies and the wider curriculum;
- regular teaching about the school values: Respect, Kindness, Hope, Perseverance, Curiosity and Community;
- Anti-Bullying Week and Safer Internet Day activities;
- pupil voice through School Council, surveys, interviews and informal check-ins;
- inclusive books, displays, resources and curriculum examples which celebrate difference and belonging;
- staff training on bullying, child-on-child abuse, online safety, prejudice-related incidents, SEND and safeguarding;
- ELSA, pastoral support, social skills work, Lego therapy, art therapy or other emotional/behavioural interventions for identified pupils;
- support for transition points, new pupils, friendship difficulties and vulnerable groups;
- parent information and signposting on bullying, online safety and respectful relationships;
- monitoring of CPOMS records, behaviour data, safeguarding records, attendance, pupil voice and parent concerns.

RECORDING, MONITORING AND EVALUATION

All bullying reports and related actions are recorded on CPOMS. Records should identify the nature of the concern, pupils involved, protected characteristic or prejudice-related element where relevant, location, online/offline context, actions taken, parent/carer contact, referrals and follow-up checks.

The Headteacher, DSL and Anti-Bullying Coordinator will monitor records to identify patterns, including repeated locations, times of day, groups, online platforms, protected characteristics, SEND vulnerability, repeated names or emerging themes. Monitoring will inform staff briefings, curriculum planning, supervision arrangements and targeted support.

Governors will receive anonymised monitoring information through safeguarding and behaviour reporting. This will help governors evaluate whether the policy is being implemented effectively and whether pupils feel safe and confident to report concerns.

CONFIDENTIALITY AND INFORMATION SHARING

The school will share information on a need-to-know basis to safeguard pupils and respond appropriately. We will endeavour to keep parents/carers informed about actions and progress, but we must also comply with data protection, confidentiality and safeguarding requirements. This means we may not be able to share details about other pupils, sanctions, family circumstances or safeguarding information.

BREACHES AND COMPLAINTS

Breaches of this policy will be dealt with in the same way as breaches of other school policies, as determined by the Headteacher and Governing Body.

If a parent/carer is not satisfied with the school's response, they should follow the school Complaints Policy. This is available on the school website and from the school office. Concerns about a child's immediate safety should always be raised with the DSL or Headteacher without delay.

LINKS WITH OTHER POLICIES

This Anti-Bullying Policy should be read alongside the following school policies:

Policy	How it may link
Child Protection and Safeguarding Policy	Includes child protection procedures, child-on-child abuse, contextual safeguarding, referrals and information sharing.
Behaviour Policy	Sets out behaviour expectations, rewards, sanctions, restorative practice and responses to serious or repeated incidents.
Child-on-child Abuse / Harmful Sexual Behaviour procedures	Sets out responses to abuse between children, including sexual harassment, sexualised bullying and harmful sexual behaviour.
Online Safety and Acceptable Use Policies	Covers online behaviour, cyberbullying, safe use of technology, filtering and monitoring, and reporting online harms.
Mobile Phones Policy / procedures	Explains expectations for mobile phones and smart devices during the school day and how breaches are managed.
Equality Policy / Equality Information and Objectives	Sets out the school's approach to equality, protected characteristics and tackling discrimination.
SEND Policy and Accessibility Plan	Explains reasonable adjustments and support for pupils with SEND or additional vulnerabilities.
RSHE / PSHE Policy	Explains how pupils learn about respectful relationships, friendships, difference, online safety and help-seeking.
Data Protection / GDPR Policy	Explains how records and personal information are managed and shared appropriately.
Complaints Policy	Explains how parents/carers can raise a complaint if they are dissatisfied with the school's response.

MONITORING AND REVIEW

This policy is reviewed and evaluated throughout the academic year and updated annually. It will also be reviewed sooner if national guidance, local safeguarding arrangements, school data or pupil/parent feedback indicate that changes are required.